

**THE EFFECTIVENESS OF USING CARTOON FILM
TOWARDS THE STUDENT' PRONUNCIATION MASTERY
AT THE FIRST SEMESTER OF THE NINTH GRADE AT SMP
N 9 BANDAR LAMPUNG IN THE ACADEMIC YEAR
2021/2022**

A thesis

**Submitted as a Partial Fulfillment of the Requirements for S1-
Degree**

By

MIKA AZI PANGESTU

NPM. 1511040087



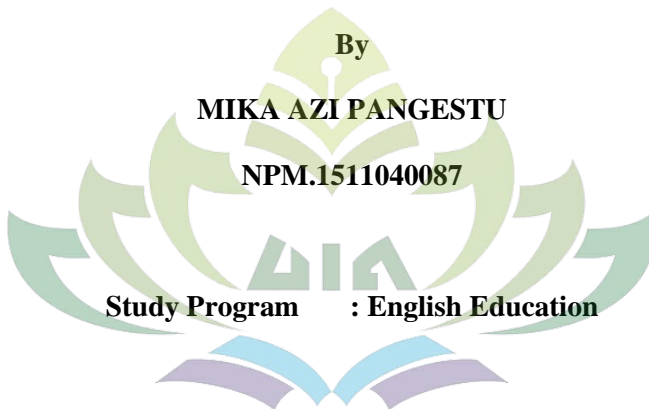
**TARBIYAH AND TEACHER TRAINING
FACULTY RADEN INTAN STATE ISLAMIC
UNIVERSITY LAMPUNG**

2021

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Adisor : Dr. M Muhassin M.Hum

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**TARBIYAH AND TEACHER TRAINING
FACULTY RADEN INTAN STATE ISLAMIC
UNIVERSITY LAMPUNG**

2021

ABSTRACT

In the process of teaching and learning English, pronunciation is enticed little attention to be either learned or taught in the class. As the result, students have some difficulties to pronounce particular vowel sounds while speaking. The problems moreover arise by the absence of media in the class. The role of media cannot be pushed aside that it can help students understand the material easier. The phenomenon happened is the media used to teach is less interesting so that it makes students felt bored. Therefore, the objective of the research is to find out whether there is the effectiveness of using cartoon film towards the student' pronunciation mastery at the first semester of the ninth grade at SMP N 9 Bandar Lampung in the academic year 2021/2022 especially in the vowel sounds. Cartoon film is a good media since it provides animation video and various sound expressions.

The methodology of the research used was quasi experimental design with five meetings actively of the treatment. The population of the research was the ninth-grade students of SMP N 9 Bandar Lampung and the samples taken were two classes: IX A (experimental class) and IX B (control class) consisting of 64 students. Cartoon film was applied to experimental class and reading aloud was used in the control class. To collect the data, the research managed test as the instrument which was reading two paragraphs of narrative text. The test conducted at two terms: pre-test and post-test. In analyzing the data, this research managed two raters in judging the students' scores and utilized Lilliefors test.

After doing the post-test, the researcher analyzed the data obtained from both pre-test and post-test. The result of the data analysis showed that independent t-test result was 2.00 from the critical value 4.91 with level of significance 0.05. From the analysis, the score of t_{observed} was higher than t_{critical} (0.05), so H_0 was refused. It meant that cartoon film is effective to improve students' pronunciation mastery at the first semester of ninth grade students of SMP N 9 Bandar Lampung in the academic year 2021/2022.

Key words: Cartoon Film, Experimental Research, Pronunciation Mastery

DECLARATION

I am a student with the following identity:

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Year 2021/2022

Certify that this thesis is definitely my own work. I am completely responsible for the contents of this thesis. Other researchers' opinion or research findings included in the thesis are quoted or cited in accordance with ethical standards.

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A Thesis entitled : **“ THE EFFECTIVENESS OF USING
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PRONUNCIATION MASTERY AT THE FIRST SEMESTER OF
THE NINTH GARDE AT SMPN 9 BANDAR LAMPUNG IN THE
ACADEMIC YEAR 2021/2022”**, By: **MIKA AZI PANGESTU, NPM:
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MOTTO

الَّذِينَ يَسْتَمِعُونَ الْقَوْلَ فَيَتَّبِعُونَ أَحْسَنَهُ ۗ أُولَٰئِكَ الَّذِينَ هَدَاهُ اللَّهُ
وَأُولَٰئِكَ هُمُ أُولُوا الْأَلْبَابِ ﴿١٨﴾

“Who, when they hear speech, follow the best of it (in the best way possible, and even seek what is better and straighter). Those are the ones whom God has guided, and those are the ones who are people of discernment.” (QS. Az Zumar: 18)



DEDICATION

From the deepest place my heart this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis specifically to:

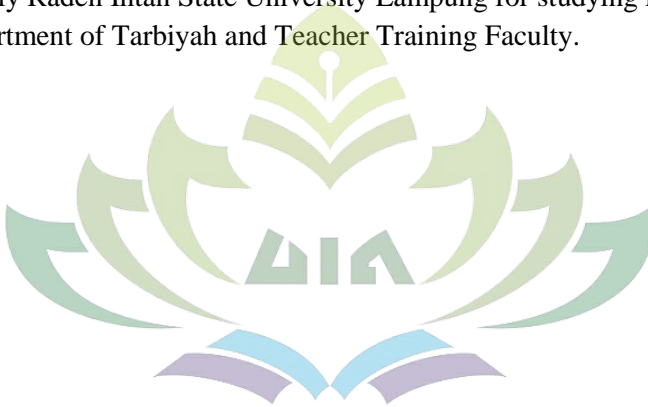
1. My beloved parents : Mr. Purwanto and Mrs. Ninik Kusnayati who have bestowed me with loves and affections and tirelessly pray for my life and success.
2. My beloved sister : Putri Oktiana who always supports and suggests my decision in pursuing my success.
3. My beloved Almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

The name of the researcher is Mika Azi Pangestu. She is was born in Cahya Maju on Januari 7th 1997. She is the first child of two daughters of Mr. Purwanto and Mrs. Mika Azi Pangestu. She has also 7-years youngest sister namely Putri Oktiana.

In her academic background, she studied at in Elementary school of SD 1 Cahya Maju and graduated on 2009. Then, she continued her school in MTs Islamiyah Bumi Agung and finished on 2012. On the same year, she continued her school in MAN 1 Gumawang and graduated on 2015. Stepping to higher education, on 2015, she was accepted to one of state university in Bandar Lampung namely Raden Intan State University Lampung for studying in English Department of Tarbiyah and Teacher Training Faculty.



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Thanks to Allah, the almighty, most merciful, most beneficent, and the most exalted for blessings and mercy to the researcher during his study and accomplishment of this thesis. May peace and salutation also be upon our prophet Muhammad SAW who has brought and guided us from the darkness to the lightness. This thesis entitled “The Effectiveness of Using Cartoon Film Toward the Students’ Pronunciation Mastery at the First Semester of the Ninth Grade at SMP N 9 Bandar Lampung in the Academic Year 2021/2022” is handed in as compulsory requirements for S-1 Degree of English Department Study Program at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University Lampung.

The researcher is fully aware that he cannot complete this final project without the assistance of others. The researcher has been thankful to a lot of people who has helped, supported and prayed this final project in which the researcher cannot mention all of them. He wishes to give the sincerest gratitude and appreciation to:

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Finally, nothing is perfect neither this thesis. Any corrections, comments, and criticisms for the goodness of this thesis are always open-heartedly welcome.



Bandar Lampung, Desember 2021
The Researcher,

Mika Azi Pangestu
NPM. 1511040087

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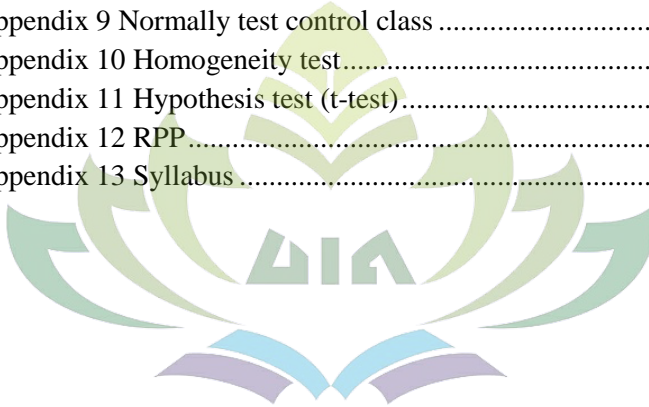
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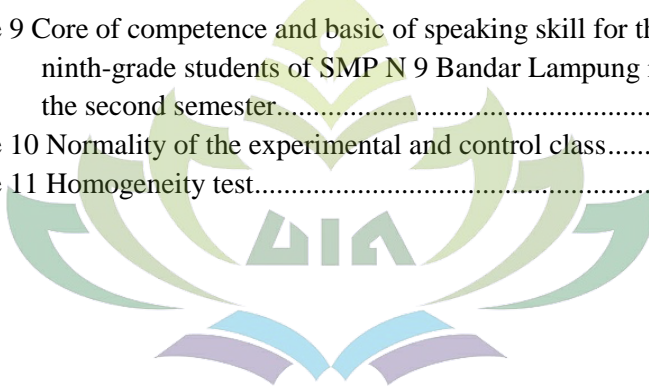
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CHAPTER I

INTRODUCTION

A. Background of the Problem

As an international language, is important to learn English, which is used in many countries over the world and widely used in many sectors such as information, trade, and education. In Indonesia, English has an important role especially in education because English is a unifying language that is used to communicate and interact with other countries and it is used to operate technology because almost all of the technology that we use is using English.¹ Therefore, English is taught as a foreign language at all levels of school and language courses.

To become a well- rounded communicator, an English language learner needs to be proficient in each of the four language skills: listening, speaking, reading and writing. Listening and reading are the receptive (or passive) skills because learners do not need to produce language; they receive and understand it. The productive (or active) skills are speaking and writing because learners are applying in a need to produce language.² These macro-skills cannot be separated from the micro-skills such as vocabulary, grammar, and pronunciation.

A key component in English speaking skills, pronunciation is achieved to some extent by allowing learners to focus on the element of phonology, grammar and discourse in their spoken output.³ Speaking is a productive skill in oral mode. In teaching-learning language, one of the importance of speaking is pronunciation. Pronunciation is a way in which a language is spoken, a persons' way of speaking a language, or words of a

¹ Charles W. Kredler *Introducing English Semantics*, (London: Routledge, 1998),p.119

² Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman, 1989),16.

³ H. Douglas Brown, *Teaching by Principles: An Interactive Approach To Language Pedagogy* (San Fransisco State University: Prentice Hall Regents. 1994), 258.

language. To learn English well. Both the language skills and language aspects are interrelated to each other. To master English as a foreign language, we should master its pronunciation.

Pronunciation is one of the most important parts of the English component. Pronunciation is the best production of speech sounds for communication, in this case, pronunciation consists of organizing sounds that are produced by the air that gets through the organ of articulation, to master English as a foreign language, we should master its pronunciation, if the pronounce is incorrect it will make the wrong perception because there are some differences between symbols and sounds.⁴ It means that learning pronunciation in English is important for understanding language in communication so that there is no misunderstanding in communication. Without adequate mastery of pronunciation, someone cannot speak English well. Pronunciation errors can cause misunderstandings. To be understandable by others, one must be able to speak English correctly and understand other people, one must be able to capture and understand the pronunciation of others.

There are many difficulties experienced by students to learn English, especially in learning pronunciation. It makes it difficult for students to mastering the pronouns. Harmer states students have great some problems in learning pronunciation, they are some students have great difficulty hearing pronunciation features which we want them to reproduce and for many teachers the most problematic area of pronunciation is intonation.⁵ From those explanations, it can be concluded that learning pronunciation is difficult because the sound of a certain language is not available in the mother language and getting used to phonetic sounds and intonation and then the learner has not studied the stress pattern in English.

⁴ Ramanda Safari, *The Influence of Using Sociodrama towards Student's Pronunciation*. 2017

⁵ Ibid p.184

The main argument against the technique is that it can interfere with successful pronunciation in that spelling can clearly affect pronunciation performance adversely. However, it can be mitigated with teacher-guided pronunciation work. Poem, rhymes, extracts from plays, song lyric, film, etc. can also be used creatively in the classroom as they offer plenty of scope for pronunciation work.⁶

Related to the previous explanations, the researcher found some problems faced by the students as they are difficult to pronounce some words. It can be seen from the student's low achievement in speaking. Moreover, the teacher does not deliver maximally the material yet. There was no interesting method which the teacher used in teaching pronunciation. The teacher also emphasizes the reading skill instead of listening and speaking. The teacher only asks the students to read the dialogue and fixes some pronunciation mistakes made by the students. By using this way, the teacher thinks that the students will learn English better. The students do not show any progress in pronouncing some words and make the students think that learning pronunciation is difficult.

Interview was also conducted to one of the teachers in the same institution. The result described that the main problem which students face in the classroom is the lack of vocabulary and the student's skill got difficulties in pronouncing words that they come across for the first time. Vowels sounds are also a particular challenge to them, specifically those located in the initial or middle position. The students struggle with sounds which they do not commonly produce in their mother tongue, such as /i:/, /ɪ/, /ʊ/, /u:/, /e/, /ə/, /ɜ:/, /ɔ:/, /æ/, /ʌ:/, and /ɑ:/ so they may mispronounce words like beat /bit/, sheep /ʃi:p/, slid /slɪd/, bat /bæt/, hobby /həbi/.

Some strategies have been applied to help students such as reading text to help students gain vocabulary and practice their speaking. Specifically, to the pronunciation, the learning process was intently done by only reading a text and choosing the difficult word from the textbook. And in some occasion's students are

⁶ Gerald Kelly, *How to Teach Pronunciation* (Essex, United Kingdom: Pearson Education Limited, 2002), 22.

taught in pronunciation by reading aloud. Nonetheless, the view of teaching English as “communication” is rather ruled out.

As the teacher encouraging the students to enrich their vocabulary only, they don't seem to be taught as practical language users. By impact, the students are in the low level of performing the spoken language (See appendix 4, page 8). The table here shows the score of students' speaking score and its pronunciation mastery in one of speaking test in the second semester:

Table 1
The Students' Speaking Score of the First Semester at the Ninth Grade of SMP N 9 Bandar Lampung in the Academic Year 2021/2022⁷

No	Class	Students' Score		Number of Students
		< 72	≥ 72	
1	IX A	18	14	32
2	IX B	19	13	32
3	IX C	22	10	32
4	IX D	21	11	32
TOTAL		80	48	128
PERCENTAGE		62.5%	37.5%	100%

Source: *The data of Speaking Score at the Ninth Grade of SMP N 9 Bandar Lampung Academic Year of 2021/2022*

The percentage shows that 62.5% of students did not pass the minimum criteria of mastery when the rest of the students claimed as passing the standard score. This is partly implied that students' speaking mastery is still low. This is partly implied that students' speaking mastery is still low. Specifically, table 2 here presents

⁷ Lucia Adesari, The English Teacher of SMP N 9 Bandar Lampung , Data of Students' Speaking Score at the First Semester of Ninth of Academic Year 2020/2021, (February 6th, 2020), Unpublished

further information about the students' pronunciation mastery in one of the speaking assessments in:

Table 2
The Ninth-graders' English-Speaking Test Score (in the First Semester of 2021/2022 Academic Year)

Score Ranges	Pronunciation Rating Criteria	Frequency				%
		IX A	IX B	IX C	IX D	
20-16	Articulation is reasonably comprehensive to native speakers, there may be a marked "foreign accent" but almost no misunderstanding is caused and repetition required only infrequently.	3	3	2	2	7.8
15-11	Rhythm, intonation, and pronunciation require concentrated listening, but only misunderstanding is caused or repetition required.	15	10	9	11	35.15
10-6	Strong interference from L1 in rhythm, intonation, and pronunciation, understanding is difficult and achieved often only after frequent repetition.	11	14	14	12	7.8
5-1	Severe and constant rhythm, intonation and pronunciation problems cause almost unintelligibility.	3	5	7	7	17.18
	Total	32	32	32	32	100 (108 students)

Source: *Documentation of MPN 9 Bandar Lampung*⁸

From the presented table above, it can be seen that only 7.8% of student's errors in pronunciation are quite rare. In contrast, 35.15% of students' errors never interfere with understanding and rarely disturb native speaker. Accent may obviously foreign. And 39.8% of students is intelligible though often quite faulty. Besides, 17.18% of students' errors in pronunciation are frequent but can be understood by native speaker used to dealing foreigners attempting to speak his language. (See appendix 3 page 6)

A good pronunciation is necessary-regarding that if someone has a poor pronunciation, he/she will have a limited mastery to communicate with others. Somehow, lack of an effective and appropriate resource and less attention of pronunciation is still unbearable facts. In case to the interviews, The teacher used "Reading aloud" In the teaching-learning pronunciation process in the class, and the students have some problem in learning English, such as less enthusiasm of the students when the teaching-learning process, it could be seen from the low level of students responds to the teacher explanation, the low of students initiative to give an opinion and ask questions when they do not understand about the material. It caused some effects, like the lack of interaction between students and teacher, the students learn passively, even some students felt bored with English. It means that visual media is good to teach pronunciation but not interesting.

In the previous research conducted by Norma Prayogi in his research "Improving Students' Speaking Ability by Using Cartoon Film". His research result shows that cartoon film is an effective media to improve students' speaking skills.⁹ It shows that using cartoon film is effective to teach vocabulary and shows that teaching vocabulary using cartoon film can improve students' vocabulary

⁸ Lucia Adesari C SP.d, the ninth Grad's English Teacher of SMP N 9 Bandar Lampung.

⁹ Norma Prayogi "Improving Students' Speaking Ability by Using Cartoon Film". English Education, Language and Art Faculty, State University of Surabaya:2012

skills.¹⁰ Another previous research, which is related to this study is the research by Mustika with the title "Improving Pronunciation Ability Using Cartoon Film". The research discussed how to improve pronunciation by using cartoon films. In her research, the final result proves that cartoon film could improve the students' pronunciation mastery.

The teacher has a big influence on the class atmosphere. He or she should support and facilitate the learning process since in the teaching-learning process teacher and students are supposed to be actively involved. The teacher has to be creative in creating a lesson through appropriate media.¹¹ The student cannot practice pronunciation correctly because usually, the school does not have any model of a native speaker for practice. Hence, one of the ways that can be done by the teacher to teach pronunciation is by using media including English natives. According to Arsyad, media are components of learning sources or physical facilities containing instructional material in students' environment that attract them to learn. One of the media to use in teaching-learning pronunciation that can use by the teacher and the students is audio-visual media.

Teaching pronunciation using audio-visual media is a very effective way. The uses of audiovisual media make the task of learning a second language easy and enjoyable for the learner by targeting the maximum skills of the learner. The audiovisual media provide a good model (the native speaker) for teaching pronunciation. Moreover, the student can imitate the model of the speaker. The media can provide sound which can stimulate the hearing of students. The sound produced by a model of the native speaker can help the student to learn and improve their pronunciation by imitating the speaker. Students can pronounce English words or sentences with correct pronunciation by imitating

¹⁰ Fathur Munir "The Effectiveness of Teaching Vocabulary by Using Cartoon Film Vocabulary by Using Cartoon Film towards Vocabulary Master of EFL Students" *Journal Of English Language Teaching And Linguistic*:IAIN Tulung Agung:2016

¹¹ M. Muhassin. "Teacher's communication Activities in Teaching English as a Foreign Language (TEFL): A study at SMA N 9 Bandar Lampung, "Humaniora 7, 2016, p.485-486.

the audio that has been played. Based on the result, the researcher concludes that cartoon film is considered an effective media to improve the students' mastery in mastering pronunciation.

As we know cartoon films combine audio and visual materials. They give audio stimulus and visual stimulus to the motion pictures and the narration/pronunciation altogether. Using animated cartoons as an educational tool in language classrooms not only influences second language learners' performance but also most importantly the methodology of utilizing cartoons in the classroom has an effective impact.¹² Shu-Chin said animated cartoons are productive with students because of the socially significant dialogue many of them influence the young minds.¹³ Cartoon film is interesting and increases students' motivation. They won't make these students bored during the lesson. Cartoon film makes students happy and relaxes condition and easily remembers some vocabulary including their pronunciation. Therefore, cartoon film is audiovisual media that has an important role to improve students' pronunciation mastery.

Referring to the previous research that researcher gave to the students, the researcher is curious to fill the incomplete task of the previous researches. As previous researches have investigated English vowels of pronunciation. In addition, as the mentioned researches investigated the pronunciation through a carton film, the researcher come up to the idea of giving a shorter duration of video as an effective strategy to develop students' pronunciation. Hence, the researcher decides to conduct a research entitled "The Effectiveness of Using Cartoon Film Towards the Students' Pronunciation Mastery at the First Semester of the Ninth Grade at SMP N 9 Bandar Lampung in the Academic Year 2021/2022"

B. Identification of the Problem

¹² Arab World English Journal (AWEJ), *Using Cartoon in Language Classroom from a Constructivist Point of View*. 3 July 2016

¹³ Shu-Chin Su, *Elementary Students' Motivation and Attitudes toward English Animated Cartons at a Cram School*. June 2014

From the background of the problem above the researcher identifies the problem as bellow:

1. The students had difficulty in pronouncing English words and sentences.
2. The students had lack motivation to practice in pronouncing English words and sentences.
3. The students had difficulty in pronouncing the English vowel sounds.

C. Limitation of the Problem

This study focuses on the effectiveness of students' pronunciation of the English vowel sound using cartoon film toward particularly phonemes features that can be limited in single vowel sounds.

D. Formulation of the Problem

Based on the background above, the problem which came up in this research will formulate as follow: is there any significant effect of using cartoon film toward the students' pronunciation of the English vowel sounds mastery at the first semester of the ninth grade at SMP N 9 Bandar Lampung in the Academic Year of 2021/2022?

E. The objective of the Research

As the objective of the research is to know whether or not there is a significant effect of using cartoon film toward of the English vowel sound the students' in the first semester of the ninth grade at SMP N 9 Bandar Lampung in the Academic Year of 2021/2022.

F. Uses of the Research

1. Practically, the result of the research might become new information for English teachers about how to teaching English pronunciation mastery, especially in the English vowel sounds by using cartoon film.

2. Theoretically, the result of the research be expected to be used to support the theory which would be explained in the next chapter about the effect of teaching English pronunciation mastery, especially in the English vowel sounds by using cartoon film.

G. Scope of the Research

The scope of the research as follows:

1. The subject of the research

The subject of the research was the students in the first semester of the ninth grade of SMP N 9 Bandar Lampung.

2. The object of the research

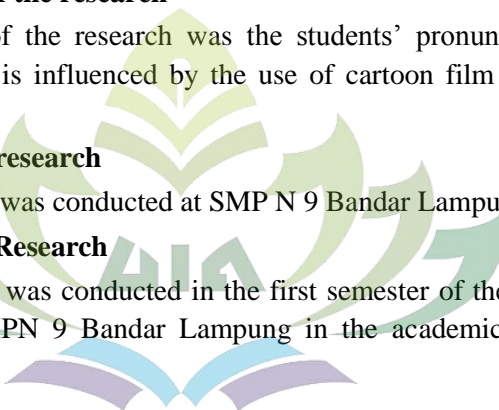
The object of the research was the students' pronunciation mastery that is influenced by the use of cartoon film as the media.

3. Place of the research

The research was conducted at SMP N 9 Bandar Lampung.

4. Time of the Research

The research was conducted in the first semester of the ninth grade of SMPN 9 Bandar Lampung in the academic years 2021/2022.



CHAPTER II

FRAME OF THEORIES, FRAME OF THINKING AND HYPOTHESES

A. Theoretical of Theories

1. Teaching English as a Foreign Language

English is the international language. In Indonesia, English is used as a foreign language. It is not used by people in their daily communication. English is taught as a compulsory subject at Junior High School to University level and local subject at some elementary schools. Teaching English as a foreign language and teaching English as a second language is not necessarily different from the way to teach English as a foreign language.¹⁴ In teaching English or another language the teachers have to teach the four skills, which are listening, speaking, reading, and writing.

Brown defined teaching as guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.¹⁵ In the teaching and learning process, the teachers help the students and guide them to learn the material easily. According to Harmer, teaching means to give (someone) knowledge or to do instructor to train (someone),¹⁶ it means that to change somebody's ideas or to show somebody how to do something.

Talking about English as a foreign language in our country, the government has decided that English should be taught to the students from elementary school up to university level.¹⁷ Wilkins says that teaching English as a foreign language is one in which the target language is not the mother tongue of any group within the

¹⁴ Bambang Setiyadi, *Teaching English as a Foreign Language* (Yogyakarta: Graha Ilmu, 2006), p.21

¹⁵ H. D Brown. *Principles of Language Teaching Learning and Teaching* (5th ED) (New York: Pearson Education, 2007), p.8

¹⁶ Harmer Jeremy, *How to Teach English* (England: Longman, 2002), p.56

¹⁷ Bambang Setiyadi, *Op. Cit* , p.9

country where it is being learned.¹⁸ As a foreign language, English is not used for communication in social interaction, this is supported by Setiyadi who stated that, in Indonesia, English is learned only at schools and people do not speak that language in society.

English is a foreign language for language learners in Indonesia.¹⁹ It means that as a foreign language in Indonesia, English is just taught in schools and it does not use in social life and the students who learn English as a foreign language have little opportunities to use their English in a real-life situation. So, in teaching English as a foreign language, the teacher should assist and guide students in the mastery of the material. In other words, the teacher as a facilitator must be able to provide good media in the teaching and learning process.

Based on the explanation above, the researcher assumes that the students who learn English as a foreign language have fewer opportunities to practice English, for they only learn English at schools. Therefore, so that they can master English well, the role of the teacher is needed, so in the end, the students can communicate in English even in international communication among nations.

2. Phonetic and Phonology

Phonetic and phonology are concerned with speech, i.e. with the ways in which humans produce and hear speech. Talking and listening to each other are so much part of normal life that they often seen unremarkable. Yet, there is in fact a complexity beneath the surface. Even the simplest of conversation, an exchange of short greeting, for example, assumes that the speaker and hearer understand each other. Their mastery to communicate in this way depends in turn on paper bodily functioning and on interpreting the sound waves that travel through the air. Unfamiliarity with the

¹⁸ David Wilkins, *Linguistics in Language Teaching* (London: Edward Arnold Publisher, 1980), p.7

¹⁹ *Ibid.* p.22

sounds on the language will find even a simple conversation bewildering.

Phonetic is a branch of linguistic, which only deals with the spoken language. It is the study of phonic medium, that is, the sounds that human beings produce using a set of speech organs as the components of language. The individual sounds within the range of phonic medium are called speech sounds.

According to Brown, the studies of human speech involve the units, nature, structures and modifications of language,²⁰ including aspects such as phonics, phonology, morphology, accent, syntax, semantic, grammar, and the relation between writing and speech. The term phonology is often associated with the study of this 'higher' level of speech organization. Thus, phonology is often said to be concerned with the organization of speech within a specific language, or with the system and patterns of sounds that occur in particular language.

On this view, a general description of how vowels and consonants can be made and perceived might be the domain of phonetics while the analysis and description of the English vowel might be assigned to phonology. However, both phonetic and phonology have been variously defined and it is impossible to consider such definition without touching on fundamental questions about the nature of reality and its scientific exploration.

3. Concept of Pronunciation

Kelly views pronunciation through its constituent parts and argue that pronunciation has two main features: phonemes and suprasegmental features.²¹ He has broken down the main features of pronunciation and explains it by showing a diagram below.

Goodwin believes that pronunciation is the language feature that most readily identifies speakers as non-native. Since it can

²⁰ Gillian Brown, *Listening to Spoken English* (London: Longman Group, Ltd., 1997), 38.

²¹ Gerald Kelly, *How to Teach Pronunciation*. (Essex, United Kingdom: Pearson Education Limited, 2000).

identify us a non-native, we do not need to pronounce exactly the same as native speakers do. However, we need to be intelligible while speaking. When finding students who have difficulty in speaking, teachers need to assist them through improving their pronunciation.²² Pronunciation is achieved to some extent by allowing students to focus on the elements of phonology, grammar and discourse in their spoken output.²³

Based on the definition above, pronunciation is necessary because helps students learns and understanding how to form sounds, words, phrase, and sentence that are not found in their mother tongue. Besides that, if they can produce good pronunciation, they cannot find miss understanding with the other people.

4. Concept of English Vowels

A vowel in normal speech is defined as a voiced sound formed when the air issues in continuous stream through the pharynx and mouth with no obstruction and no narrowing that would normally cause audible friction.²⁴ In the present study, we refer 'vowels' only to the 'pure' vowel sounds, i.e. single vowel sounds that are different from diphthongs. In general, there are twelve pure vowels in English, which are divided into three groups: close vowels, mid vowels and open vowels.²⁵ Besides tongue positions, the following lip positions should be noticed: 1) rounded: the lips are pushed forward into the shape of a circle (e.g. /ʊ/); 2) spread: the corners of the lips are moved away from each other, as when smiling (e.g. /i:/); and 3) neutral: the lips are not noticeably rounded or spread (e.g. /ə/).

²² Goodwin in Celce-Murcia, *Teaching Pronunciation* (Essex, United Kingdom: Pearson Education Limited, 2000)

²³ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (San Francisco State University: Prentice Hall Regents, 1994), p. 258

²⁴ Daniel Jones, *An Outline of English Phonetic* (Cambridge: Cambridge University Press, 1978), p. 23.

²⁵ Gerald Kelly, *How to Teach Pronunciation* (Essex, United Kingdom: Pearson Education Limited, 2000), p. 30 – 33.

a. Close vowels

For close vowels the tongue is quite high in the mouth. Moving from /i:/ through to /u:/, we also notice the different positions of the tongue; /i:/ is a front vowel, and /u:/ is a back vowel.

Table 3
The Close Vowels.

Vowel Sounds	Characteristics
/i:/	<p>The front of the tongue is slightly behind and below the close front position. (The 'close' position is where the tongue is closest to the roof of the mouth.) Lips are spread. The tongue is tense, and the sides of the tongue touch the upper molars.</p> <p>For example: <i>be<u>a</u>d</i>, <i>ke<u>y</u></i>, <i>che<u>e</u>se</i>, <i>sc<u>e</u>ne</i>, <i>pol<u>i</u>ce</i>, <i>pe<u>o</u>ple</i>, <i>qu<u>a</u>y</i>.</p>
/ɪ/	<p>The part of the tongue slightly nearer the center is raised to just above the half-close position (not as high as in /i:/). The lips are spread loosely, and the tongue is more relaxed. The sides of the tongue may just touch the upper molars.</p> <p>For example: <i>h<u>i</u>t</i>, <i>saus<u>a</u>ge</i>, <i>bigges<u>t</u></i>, <i>rh<u>y</u>thm</i>, <i>mount<u>a</u>in</i>, <i>b<u>u</u>sy</i>, <i>wom<u>e</u>n</i>, <i>siev<u>e</u></i></p>
/ʊ/	<p>The part of the tongue just behind the center is raised, just above the half-close position. The lips are rounded, but loosely so. The tongue is relatively relaxed.</p> <p>For example: <i>bo<u>o</u>k</i>, <i>goo<u>d</u></i>, <i>wom<u>a</u>n</i>, <i>pus<u>h</u></i>, <i>pull</i>.</p>
/u:/	<p>The back of the tongue is raised just below the close position. Lips are rounded. The tongue is tense.</p> <p>For example: <i>fo<u>o</u>d</i>, <i>rud<u>e</u></i>, <i>tru<u>e</u></i>, <i>wh<u>o</u></i>, <i>fru<u>i</u>t</i>, <i>sou<u>p</u></i>.</p>

b. Mid Vowels

For mid vowels the tongue is neither high nor low in the mouth. Moving from /e/ through to /ɔ:/, we also notice the different positions of the tongue; /e/ is a front vowel, and /ɔ:/ is a back vowel.

Table 4
The Mid Vowels.

Vowel Sounds	Characteristics
/e/	<p>The front of the tongue is between the half-open and half-close positions. Lips are loosely spread, the tongue is tenser than for /ɪ/, and the sides of the tongue may touch the upper molars.</p> <p>For example: <i>egg, left, said, head, read (past), instead, any, leisure, leopard.</i></p>
/ə/	<p>The center of the tongue is between the half-close and half-open positions. Lips are relaxed, and neutrally spread.</p> <p>(Commonest vowel sound in English. Never stressed, and many unstressed vowels tend towards this sound. Differs from other phonemes, in that its contrast with similarly articulated long sound /ɜ:/ does not involve a change of meaning. Gets its name from Hebrew /ʃəwɑ:/, meaning <u>emptiness</u> ‘, or <u>nothing</u> ‘.)</p> <p>For example: <i>about, paper, banana, nation, the (before consonants).</i></p>
/ɜ:/	<p>The center of the tongue is between the half-close and half-open positions. Lips are relaxed, and neutrally spread.</p> <p>For example: <i>shirt, her, word, further, pearl, serve,</i></p>

	<i>myrtle</i>
/ɔ:/	The back of the tongue is raised to between the half-open and halfclose positions. Lips are loosely rounded. <i>For example: <u>f</u>ork, <u>c</u>all, <u>s</u>nore, <u>ta</u>ught, <u>b</u>ought, <u>bo</u>ard, <u>s</u>aw, <u>p</u>our, <u>br</u>oad, <u>all</u>, <u>l</u>aw, <u>h</u>orse, <u>ho</u>arse.</i>

c. Open Vowels

For open vowels, the tongue is low in the mouth. Moving from /æ/ through to /ɒ/, we also notice the different positions of the tongue; /æ/ is a front vowel, and /ɒ/ is a back vowel.

Table 5
The Open Vowels.

Vowel Sounds	Characteristics
/æ/	The front of the tongue is raised to just below the half-open position. Lips are neutrally open. <i>For example: <u>h</u>at, <u>a</u>ttack, <u>a</u>ntique, <u>pl</u>ait.</i>
/ʌ/	The center of the tongue is raised to just above the fully open position. Lips are neutrally open. <i>For example: <u>r</u>un, <u>u</u>ncle, <u>f</u>ront, <u>n</u>ourish, <u>d</u>oes, <u>c</u>ome, <u>f</u>lood.</i>
/ɑ:/	The tongue, between the center and the back, is in the fully open position. Lips are neutrally open. <i>For example: <u>f</u>ar, <u>p</u>art, <u>h</u>alf, <u>c</u>lass, <u>co</u>mm<u>a</u>nd, <u>cl</u>erk, <u>m</u>emoir, <u>a</u>unty, <u>h</u>ear<u>th</u>.</i>
/ɒ/	The back of the tongue is in the fully open position. Lips are lightly rounded. <i>For example: <u>d</u>og, <u>o</u>ften, <u>c</u>ough, <u>w</u>ant, <u>b</u>eca<u>u</u>se, <u>k</u>now<u>l</u>edge, <u>A</u>ustralia</i>

d. Diphthong

A crude definition of a diphthong might be a combination of vowel sounds ‘. English is usually describe as having eight diphthongs, and they can be usefully grouped in the following way:

1) Centering Diphthongs

Diphthongs end with a glide towards /ə/.

Diphthong	Characteristics
/ɪə/	The glide begins in the position for /ɪ/, moving down and back towards /ə/. The lips are neutral, but with a small movement from spread to open. Example: <i><u>beer</u>, <u>beard</u>, <u>fear</u>, <u>pierce</u>, <u>here</u>, <u>idea</u>.</i>
/ʊə/	The glide begins in the position for /ʊ/, moving forwards and down towards /ə/. The lips are loosely rounded, becoming neutrally spread. Example: <i><u>sure</u>, <u>moor</u>, <u>tour</u>, <u>obscure</u>.</i>
/eə/	The glide begins in the position for /e/, moving back towards /ə/. The lips remain neutrally open. Example: <i><u>where</u>, <u>wear</u>, <u>chair</u>, <u>dare</u>, <u>stare</u>, <u>there</u>.</i>

2) Closing diphthongs ending in /ɪ/

Diphthong	Characteristics
/eɪ/	The glide begins in the position for /e/, moving up and slightly back towards /ɪ/. The lips are spread. Example: <i><u>cake</u>, <u>way</u>, <u>weigh</u>, <u>pain</u>, <u>they</u>, <u>vein</u>.</i>
/ɔɪ/	The glide begins in the position for /ɔ:/, moving up and forward towards /ɪ/. The lips start open and rounded, and change to neutral. Example: <i><u>toy</u>, <u>avoid</u>, <u>voice</u>, <u>enjoy</u>, <u>boy</u>.</i>
/aɪ/	The glide begins in an open position, between front and Centre, moving up and slightly forward towards /ɪ/. The lips move from neutral,

	to loosely spread. Example: <i>high</i> , <i>tie</i> , <i>buy</i> , <i>kite</i> , <i>might</i> , <i>cry</i> , <i>eye</i> .
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3) Closing Diphthongs ending in /ʊ/

Diphthong	Characteristics
/əʊ/	The glide begins in the position for /ə/, moving up and back towards /ʊ/. The lips are neutral, but change to loosely rounded. Example: <i>go</i> , <i>snow</i> , <i>toast</i> , <i>home</i> , <i>hello</i> , <i>although</i> .
/aʊ/	The glides begin in a position quite similar to /a:/, moving up towards /ʊ/. The lips start neutral, with a movement to loosely rounded. The glide is not always completed, as the movement involved is extensive. Example: <i>house</i> , <i>loud</i> , <i>down</i> , <i>how</i> , <i>bough</i>

5. Indicator of Pronunciation

In pronunciation we have to paying attention to the indicators of pronunciation. According to Djiwandono, there are four indicators of pronunciation, there are; intelligibility, fluency, accuracy and native-speaker.²⁶

- Intelligibility is pronounced of the whole text and its parts are heard clearly or not causing misunderstanding.
- Fluency is as a whole of text can be pronounced fluently.
- Accuracy is words and parts of text are pronounced accurately.

²⁶ S Djiwono, *Tes Bahasa: pegangan bagi para pengajar Bahasa*. (Malang; PT Macana Jaya Cemerlang, 2008), p 124-125.

- d. Native-like is pronounced of the whole text and its parts are pronounced like native speaker.

From the explanation above, it concluded that in pronounced the words, phrase and sentences we have to paying attention to the indicators above.

6. Problem in Pronunciation

O'Connor asserts that language starts with the ears.²⁷ It means, when a baby starts to talk, he does it by hearing the sounds his mother makes and imitating them. If a baby is born deaf, he cannot hear these sounds and therefore cannot imitate them and will not speak. Similarly, if one cannot listen to English pronunciation well, he cannot produce it well too. Kelly stated, many experienced teachers would admit to a lack of knowledge of the theory of pronunciation and they many therefore feel the need to improve their practical skill in pronunciation.²⁸ The teacher must be active to providing teaching pronunciation and make the students more understand about pronunciation because pronunciation is the important aspect to the students in learning English.

So, from the definition above, the problem of pronunciation is the students confused to pronounce the words correctly. So, cartoon film is a good media that can be used by the teacher to improve pronunciation skill.

7. The Roles of Teachers and Learners in Pronunciation Class

A number of aspects should be taken into account before starting English pronunciation class. Among the most important

²⁷ J. D. O'Connor, *Better English Pronunciation* (2nded.) (Cambridge: Cambridge University Press, 1998)

²⁸ Gerald Kelly, *How to Teach Pronunciation* (Essex, United Kingdom: Pearson Education Limited, 2000), 8

ones are the roles of the teacher and the learners: on one hand, what they aim to achieving and, on the other hand, what they are willing to give to succeed in achieving it. Before setting up goals and working out a plan, the teacher should know about the learner's skills and limitations. Needless to say, the overview of the various aspects of English pronunciation sounds, stress, and intonation is essential.

a. The Role of Teachers

As pronunciation is a very complex language component, there are many tasks for the teacher to deal with. Kenworthy determines the teacher's role as follows:

a. Helping Learners hear

The teacher should help the students in perceiving sounds by modeling how to read the text first. Students will have a strong tendency to hear the sounds of English in terms of the sounds of their native language.

b. Helping Learners make sounds

Some sounds of English do not occur in other language. Sometimes, students will be able imitate the new sounds, but if they cannot do that then the teacher needs to give some hints or clue which may help them to make the new sounds.

c. Providing feedback

It often happens that the students cannot tell themselves whether they are right or wrong. That is why a teacher must give comments or opinion about the students' performance. In other cases, students may overdo something. They may make inaccurate assumptions about way English is pronounced, perhaps, because of the way it is written. For example, the word *time* may be pronounced /tim/ or ball pronounced /bal/ because of their spelling. Hence, feedback is important for students 'pronunciation learning.

d. Pointing out what is going on

Students need to know what they should pay attention to and what they should work on. The teacher needs to make the students aware of the potential sounds and the available resource for sending spoken messages.

e. Establishing priorities

Students will be aware of some features in their pronunciation which are ‘different’, but they will not be able to tell whether it is important or not. The teacher needs to help students in establishing a plan for action and deciding what to concentrate on.

f. Devising activities

g. Learning pronunciation is so complex that the teacher must consider what types of exercises and activities will be helpful and useful for the students. Therefore, the teacher has to be creative in designing what kind of activities provide much exploration, experimentation and opportunities for practice.

h. Assessing progress

This is a kind of feedback from the teacher to the students. When the students find some difficulties in assessing or scoring their own progress, the teacher will help them in doing this activity.²⁹

In doing the role, teacher is expected to be smart and creative in selecting the strategies and activities in teaching pronunciation for the students. To be able to recognize and interpret classroom events appropriately, as Ryan and Cooper suggest, a teacher should be familiar with theoretical knowledge and research about learning and human behavior.³⁰

8. Concept of Media

A well-known way to create a meaningful context for language teaching is through media. In the teaching-learning

²⁹ Joanne Kenworthy, *Teaching English Pronunciation* (Washington, D.C.: Longman, 1987).

³⁰ Kevin Ryan & James M. Cooper, *Those Who Can, Teach* (Boston: Houghton Mifflin Company, 1998), 149

process, the teacher wouldn't always meet a good atmosphere in the classroom. Sometimes it from the condition it or feeling of the students or teacher her or himself. Media can make the teaching-learning language skills process more interesting and motivate the student, the reason is the use of media resources in learner-centered methodologies provides rich opportunities to develop these language skills. And media in education is an important role right across the school curriculum. Media in education is important because students have to always follow the world's progress, particularly in education.

Every English teacher knows that boredom to the first enemy and to avoid it the learning environment should be very interesting and the whole learning process should be an enjoyable experience and no doubt. In this case, the media can be used by the teacher. Media inform, amuse, startle, anger, entertain, thrill, but very seldom leave anyone untouched.³¹ Therefore, by using media, the teacher can disappear the boredom of the students.

Media come from the Latin word *medius* that has meaning 'middle', 'intermediary', or 'escort'. Gerlach and Ely in Arsyad say generally media are humans, materials, or creations that build a condition; thus, the students can get knowledge, skill, or attitude.³² Moreover, media are the means of transferring or delivering messages. It is called the educational medium when the medium transfer message for teaching.³³ It also explained that without the application of teaching media in the classroom, none of the learning theory principles can be fulfilled. Hence, media can be tools that help the teacher in teaching so that both teacher and student can follow the process of teaching-learning easily and effectively.

³¹ Y. L. Sowtharya, S. Gomathi, C. Muhuntarajam, *International Journal on Recent and Innovation Trends in Computing and Communication* ISSN: 2321-816 Volume: 2: Audio Visual Media and English Learners. Colledge of Engineering, Namakkal D, 2014,,384-385

³² Li-Ling KUO, Chrisinne, *Bulletin of Social Education* Volume 20,p. 61-88 (June 1991): The Importace of Educational Media in Teaching, 1991, CHUK Edu, Beijing, p.1

³³ *Loc.Cit*

Three types of media can be used in the teaching-learning process. They are a) audio (tape, radio, compact disc. And so on); b) visual (pictures, poster OHP, and so on); and c) audiovisual (television, video, VCD, computer, and so on). Teachers may use one of them for an activity, or they use more than one media for an activity. Moreover, according to Sugeng in Iswandari, the effect of using audiovisual media is almost twice that of audio-only or visual media only.³⁴ Audiovisual media as teaching aids are needed to help the student's understanding and to increase student's knowledge. It also stimulates the student's motivation in learning English. Thus, whatever the media used by the teacher will help and make the teaching-learning atmosphere interesting.

From the theories above, it can be concluded that media are tools, material, or events for transferring or delivering messages used by a teacher that facilitates, makes the teaching-learning process easier and interesting, and motivates students to learn.

9. The Nature of Cartoon Film

a. The Definition of Film

According to Hornby in Mustika film as the story, etc. recorded as a set of moving pictures to be shown on television or the cinema. A movie is a motion picture or film produced for entertainment that tells a story. Here, Hornby gives a clear definition of film. There are three important keys based on his statement:

- a) Films are the story.
- b) Films are recorded as moving pictures.
- c) Films are shown on TV or cinema.³⁵

³⁴ Dian Iswandari, *Using Audio Visual Aids to Improve Students' Involvement in the Teaching and Learning Process of the Third Grade Students of SDN Krapyak I Sleman, Yogyakarta in the Academic Year 2012/2013*, University of Yogyakarta, Yogyakarta, 2013, p.3-4

³⁵ Mustika Ratna Pratiwi. *Improving Pronunciation Ability Using Cartoon Film*. Surakarta, Sebelas Maret University. 2010.p.84

Allen and Gomery state that film is an art that portrays man's interpretation of life. Film as an art and film as a form of entertainment are both right. The main difference between them is the goal. The goal of the film as entertainment media is to entertain the viewers.³⁶ So, the goal of the film as an art is to give a particular message to the viewers. Since the film gives particular messages to the viewers, the writer tends to appreciate film as an art.

From the definition above, it can be stated that films are story which portrays man's interpretation of life recorded as a set of moving images to be shown on television or cinema to gives particular messages to the viewers.

b. The kinds of Film

Films are made for different kinds and different purposes. According to David and Kristin, kinds of film are broken down into:

1) Animated Films

They generally consist of drawings and paintings by an artist called cartoons.

2) Documentary Films

Documentary films present information on many subjects. They show men live and work throughout the world. They explain events in science and processes in technology and illustrate various aspects of life in nature.

c. The Advantages of Films

Films have many advantages in teaching, especially in language teaching. According to JE Champoux in his journal, there are some advantages to the film in teaching.

- 1) Films are a comfortable, familiar medium to contemporary students that can keep students' interest in the theories and concepts under discussion. Students can see the theories

³⁶ *ibid*.p.85

and concepts in action. In more than a figurative sense, theories and concepts leap from the screen.

- 2) Films also are an economical substitute for field trips and other real-world visits. While most films are fiction, they can offer powerful experiences that students are unlikely to have in a classroom. Such experiences take less time than field trips and do not have the expense of travel.
- 3) Films offer both cognitive and affective experiences. They can provoke a good discussion, assessment of one's values, and assessment of self if the scenes have strong emotional content.³⁷

Based on the statements above, it can be concluded that films give important benefits to the students, and can keep students interest in the theories and concepts under discussion.

d. The Definition of Cartoon Film

The cartoon is always associated with kids. The cartoon is entertainment for kids, but nowadays the adults are familiar with this term since some cartoon movies are made for adults. There are many opinions about the cartoon. Poulson says that a cartoon film is a form of media where using animation, characteristics are shown with simplified features, but still maintaining an ability to recognize.³⁸ Cartoon film is the same as the animation film. The word animation is derived from Yunani "anima which the meaning is the soul and life. The word animation also has a mean is to give life to the object by stirring the object at a specific time.³⁹

From the statement above it can be concluded that an animation is a group of pictures or objects. It means that cartoon

³⁷Champoux, JE. *Journal of Management Inquiry*.pdf format, Available on: <https://jmi.sagepub.com/content/8/2/206.full.pdf+html> , Accesed on: 28nd October 2019

³⁸ Poulson *Cartoon Film*, Available on: <https://www.cwrl.utexas.edu/poulson> , Accesed on: 28nd October 2019

³⁹ Wordpress *Film kartn sebagai media pembelajaran*, Available on: <https://www.wordpress.com> , Accesed on: 28nd October 2019

film is animation films that show a two-dimension film. So, the cartoon film is a picture that can move and make a sound.

e. Teaching Pronunciation by Using Cartoon Film

Wittich and Schuller give their opinion about the advantages of using media in the teaching and learning process. It can be seen in their statement “when more information is communicated by learning media, the teacher can give more attention to the uniquely human aspect of education, understanding the need of individual students, helping them to set and realize goals and stimulating them to use the information available from educational media. The conclusion from the opinion is that media plays an important role as teaching aids to achieve the teaching-learning goals.

Pronunciation mastery can be achieved in some ways. The use of audio-visual media will provide some important aspects in stimulating students’ motivation in producing the correct pronunciation. In my subject, a cartoon can open up a range of worthwhile learning activities. They also state their opinion that classroom using films has many values, for example, pupil interest is heightened, more learning is accomplished, the retention of learned material is more permanent, and interest in reading increase.

f. The procedure of Teaching Pronunciation by Using Cartoon Film

It is easy for a group of imaginative teachers experienced in using video in English language teaching to sit down and draw up a list of different ways of using video in the classroom. There are many accounts where interesting video lessons are reported in the literature. Canning-Wilson in Cakli suggests that as the teacher we must not lose sight of the educational purpose it has in the language classroom although it may be a popular tool to use with

students.⁴⁰ Moreover, they explain how to use video with an active viewing technique that appropriates to teach specific details or specific features of the language like pronunciation. So, Cartoon film is one of the media that can challenge the students' mastery to express feeling and experience by using acting with the correct pronunciation.

Before presenting or showing the cartoon film to students, the teacher should prepare to promote active viewing and facilitate successful language learning. This requires being familiar with the cartoon film material before they are used in the class. The teacher should develop a plan for each cartoon film unit and encourage active viewing. To aid comprehension, she should prepare viewing guides that are easy and related to the language level of the students. Then, active viewing increases the students' enjoyment and satisfaction and focuses their attention on the main idea of the cartoon film presentation. So, students must take an active part in the cartoon film teaching presentation. Before starting the presentation, the teacher writes some key questions on the board about the presentation so that the students get an overview of the content of it. After viewing the questions, the students answer the questions orally, or the students may take notes while viewing. For more detailed comprehension students are provided a cue sheet or viewing guides and let them watch and listen for specific details or specific future of the language. However, it should be kept in mind that the level of the students should be taken into account, and adapt the technique according to their levels.⁴¹

After students have seen a section, students are asked to reproduce either what is being said, to describe what is happening, or to write or retell what has happened. This activity encourages students to try out their knowledge. Students will benefit from experimenting with English. Even though it is challenging and

⁴⁰ Ismail Cakirs, *The Use of Video as an Visual Material in Foreign Language Teaching Classroom*, Kirikkale University, kurikkale, 2006,p.69

⁴¹ Ismail Cakir,*Loc, Cit.* p.69

mistakes are made. As it seems a bit difficult to perform, guidance, help, and reassurance may be needed.⁴²

Based on the explanation above, systematically the procedure of using cartoon film to teach pronunciation is such the following.

1. The teacher prepares a cartoon film to promote active viewing and facilitate successful language learning.
2. Before starting the presentation, the teacher writes some key questions on the board about the presentation so that the students get an overview of the content of it.
3. The cartoon film is presented or showed to the students.
4. The students answer the question orally or the students may take notes while viewing.
5. The students are asked to reproduce either what is being said, to describe what is happening, or to write or retell what has happened. This activity encourages students to try out their knowledge.

g. The Advantages of Cartoon Film to Teach Pronunciation

Cartoon films as audiovisual media have significant advantages in the teaching-learning process, especially in language teaching. Since it interesting and has purposive communication as stated by kemp, when such audiovisual materials as slides, filmstrips, overhead transparencies, and motion pictures (film) are careful:

- a) Increase Understanding
- b) Add interest to a subject
- c) Lengthen the memory of information
- d) Teach a skill effectively
- e) Contribute to a desirable attitude
- f) Stimulate people to action
- g) Offer experiences not easily in other ways.⁴³

⁴² *Ibid.*,p.70

Based on the statements above, it can be concluded that cartoon films have many important functions to the student, in this case building their motivation and interest in learning English pronunciation.

h. The Disadvantages of Cartoon Film to Teach Pronunciation

Besides advantages, however, there are some disadvantages of cartoon film as audiovisual media to teach pronunciation as the following explanation. The problem that they will be faced mostly by students when learning by the video of native is unfamiliar and unaccustomed to the native/English speaker. In the early stages, using audiovisual the students are uncomfortable and uncertain. This leads to initial lapses of silence and confusion. Nonetheless, soon they begin to accustom to the audiovisual after listening several times. Towards the end, their silence and confusion leave them and they begin enjoying and comfortable in reading the transcription by repeating after the audiovisual is played.⁴⁴

Furthermore, the main disadvantages are cost, inconvenience, maintenance, and some cases, fear of technology. Additionally, the sound and vision, quality of the copies, or home-produced material may not be ideal. Another important issue, in this case, is that the teacher should be well-trained in using and exploiting the video. Otherwise, it becomes boring and purposeless for students.⁴⁵ Besides, the teachers should design many varieties of classroom activities to take full advantage of video materials in the classroom. Due to the variability among students about their linguistic and cognitive competence teachers may find it difficult to carry out in-depth discussions on topics of video material.⁷⁸

⁴³ *Ibid*, p.88

⁴⁴ Imam Shodiqin, Rahayu Apriliaswati, Eusabinus Bunau, *Improving Students' Pronunciation by Listening to the Audio visual and its Transcription of the Narrative Text*, English Education Study Program, FKIP Universitas Tanjungpura, Pontianak, 2014, p.10

⁴⁵ Ismail Cakir, *The Use of Video as an Audio-Visual Material in Foreign Language Teaching Classroom*, Kirikkale University, Kurikkale, 2006, p.68

Based on the explanation above, the advantages of cartoon film to teach pronunciation are:

- 1) In the early stages, using cartoon film the students are uncomfortable and uncertain. This leads to initial lapses of silence and confusion.
- 2) It needs cost, inconvenience, maintenance, and some cases, and fear of technology.

i. Concept of Reading Aloud

Reading aloud is an activity to read something loudly. Reading aloud is necessary to be learned. It is support by Huang “reading aloud is an important part in education for all-around development, which has several functions in English teaching”.⁴⁶ Strategy as a specific treatment to deal with the learner’ problem in reading that cannot be overcome merely by general reading comprehension course.⁴⁷

In reading aloud, students can test themselves whether the pronunciation that they are saying is correct or not. If the pronunciations are not correct, it can be revised directly by the teacher. According to Subyakto & Nababan reading aloud can support pronunciation skill.⁴⁸ Meanwhile Huang said that “reading aloud is uses as the major and magic way to improve students’ oral-English”.

Based on the explanation above, reading aloud is important in reading activity such as help students teach better reading of language item, help them practice word stress, intonation, and pronunciation. They stop and start frequently, mispronouncing some words and skipping others.

⁴⁶ L. Huang, *Reading aloud in the foreign language teaching*. China: Zhenjiang Watercraft College of PLA. Retrieved from.2010,p.60

⁴⁷ Muhassin, M, Annisa, J., & Hidayat, D.A.2021 The Impact of Fix Up Strategy on Indonesia EFL Learners Reading *Comprehension International Jurna of Instruction*. 14(2) p. 253

⁴⁸ SU Subyakto, & Nababan, *Metode pengajaran bahsa*. Jakarta: Gramedia Pustaka Utama,p.89

j. Procedure of Reading Aloud

1. Select the text is interesting to be read by aloud voice. Limit yourself to select the text that contains less 500 words.
2. Introduce the text to students.
3. Divide text by the paragraph or by the other, select the number of students to read aloud.
4. When the reading is in progress, stop at some section to specify certain points, submitted question, or give examples. Give a chance to discussion if students show interest against a particular section, and then discuss what is the content of the text.

a. Advantages of Reading Aloud Technique

Reading aloud offers the following advantages:

1. It improves reading fluency. The more students practice reading aloud, the better reading fluency they will have. Doing some exercises of reading some texts aloud, students can improve their reading fluency as they are accustomed to it. Practice makes perfect anyway.
2. Students can monitor their own progress in learning pronunciation. When students read a text aloud, they will be able to hear their own pronunciation. Thus, their brain and feeling will know whether their pronunciation is correct or not.
3. Reading aloud reduces speaking anxiety because the activity is controlled. Most students feel worried when they should speak in front of other people. They are afraid that their speaking cannot be understood by the listeners. That is why reading aloud strategy may help them decrease their speaking anxiety because they just focus on the text and read it aloud.⁴⁹

b. Disadvantages of Reading Aloud

Besides has many advantages, reading aloud are also has disadvantages. There are:

⁴⁹ Gibson in Sri Melda A. Mantali, The Application of Reading Aloud Technique to Increase Students' Pronunciation at the Seventh-Grade of SMPN 1 Batuda (Gorontalo: State University of Gorontalo, 2013).

1. Reading Aloud frequently will slow down our reading speed, that we always emphasize to improve.
2. Reading Aloud only can give a few students chances of practice while the others feel bored.
3. The students are easy to be embarrassed when reading. They will read worse when being corrected by teacher.
4. Fourth, compared to conversation and discussion. Reading Aloud skills have little practical value unless the students will be the announcer in the future.
5. This kind of reading is aimless. Every student has original material. As a result. Only a few students can continue reading regardless of the embarrassed.⁵⁰

B. Frame of Thinking

The researcher then comes to the frame of thinking of the research. Based on the data of the preliminary research, the students still have difficulties in learning pronunciation. In order to solve this problem, in learning pronunciation, the teachers need to implement a method that can help the students to understand the how to pronounce the correct words. The researcher will be use Cartoon film media to help students will pronounce correct words.

Teaching learning by using cartoon film make the student's interested, fun, and easy to pronounce correct words. The students can feel enjoyed with English learning process in the class. Cartoon film is the way to teach which give chance for students to play the role in social live. The purpose of this activity is to motivate students to pronounce words correctly. The advantages of cartoon film are the students will be more fun, add interest to a subject, and stimulate to people to action in teaching learning process, this media make students understanding the story and stimulate people to action.

⁵⁰ *Ibid*

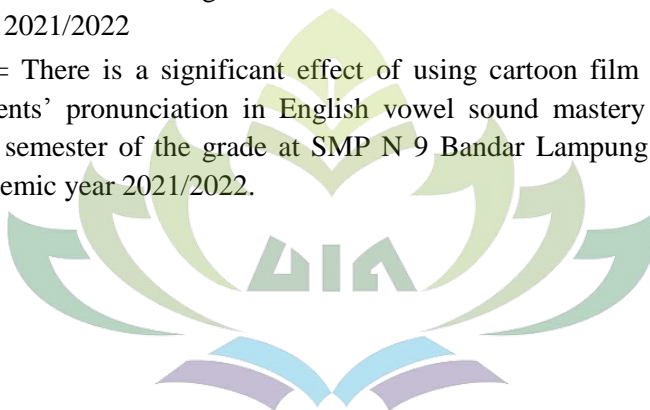
In order to solve this problem, in learning pronunciation, the researcher need to implement a media that can help the students to understand the how to pronounce the correct words. So, the researcher will use cartoon film media to improve the students' pronunciation English vowel sound mastery.

C. Hypothesis

Based on the explanation above, the hypothesis can be proposed as follows:

Ho = There is no a significant effect of using cartoon film the students' pronunciation in English vowel sound mastery at the first semester of the grade at SMP N 9 Bandar in the academic year 2021/2022

Ha = There is a significant effect of using cartoon film on the students' pronunciation in English vowel sound mastery at the first semester of the grade at SMP N 9 Bandar Lampung in the academic year 2021/2022.



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